New South

- Ministers' Statement on Race
- Kentucky Teacher Integration
- Golden Out-of-Order Plan
  Harry Golden
- The Modern Ku Klux Klan

New South

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New South Notes

New South presents in this issue a collection of statements and articles concerning the segregation-integration controversy in the South with the lead article a statement of conviction on race prepared by the Richmond, Virginia, Ministers Association. In a statement printed in the Richmond *Times-Dispatch*, the ministers group sets forth the principles it believes one should observe in race relations. These principles, they assert, are in keeping with the Judaeo-Christian heritage of Virginians and Americans.

We also present an optimistic report from the Kentucky Council on Human Relations concerning the beginnings of teacher integration in Kentucky. The Council points out the success this state already has had, the problems involved, and predicts what the future might hold.

Two reprints involve freedom of speech in the present controversy. One is by Senator Sam Ervin, Jr., of North Carolina, who asserted recently that he would defend anyone's right to belong to such organizations as the National Association for the Advancement of Colored People as long as such organizations are not engaged in illegal activities. In keeping with this, *New South* reprints a telegram from Roy Wilkins, executive secretary of the NAACP, in which he tells the students of Alcorn College in Mississippi that free speech is imperative.

An editorial from the *Columbus Ledger* concerning the Ku Klux Klan in its modern day development is included here.

And again *New South* brings you another "Golden Rule." This, of course, is another one of the integration plans of Harry Golden, editor of the *Carolina Israelite* in Charlotte, N. C.

Ministers' Statement of Conviction on Race

Prepared by Richmond, Va., Ministers Assn.

I. The Moral Nature of the World

This is God's world. It operates under God's laws. Men either learn these laws, live in obedience to them and prosper, or they ignore their stern reality, follow selfish devices and suffer. Men may not change these laws. God's laws, under which men must live, invariably support what is morally good. From history and human experience nothing should be more clean than that underlying all of life is the assumption that men will be upright, deal fairly, speak truthfully, and dwell in goodwill. Whenever men have for long done otherwise, they have reaped a harvest of tears. Often they and their finest achievements have been destroyed and always, sooner or later, righteousness, justice, truth, honesty, and brotherly love have come into their own. We must live in God's world, in God's way, or we perish.

II. The Nature of Our Virginia Heritage

In Virginia, political philosophy and religious conviction have seldom been divorced. Democracy here, in the finest sense, has been the political expression of Judaeo-Christian faith. Its roots run deep into the soil of Judaeo-Christian conviction. Consequently Virginia Democracy has had a distinct flavor and made a unique contribution to national life. Its greatness has stemmed from its repeated enunciation of such basic ideas as the reality of man's dependence upon Divine Providence; the inherent worth and dignity of the individual citizen as a child of God; and the consequent rights of men as individuals in society. Virginia Democracy at its best has traditionally been a bulwark against every form of tryranny over the mind and soul of man; a champion of individual

Ministers

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freedom, equality of opportunity, justice before the law, and many other ideals precious to mankind. The historic Virginia Bill of Rights stands as a monument to our dedication to these ideals.

No one familiar with the glorious history of America, or with the generations which brought her to birth, will question the decisive influence Virginians had in defining the ideals, and in determining the moral and spiritual climate of this nation. Washington, Jefferson, Madison, Marshall and Monroe were not only Virginians, they were Americans. Each in his own way brought to national leadership the convictions of gentlemen bred in the milieu of Virginia democratic culture. Each insisted that the religious faith of that culture from which he had come find embodiment in the important legislative acts of the nation.

We Virginians have a great heritage, politically, which we have gratefully accepted and proudly shared with the world. It is a heritage which must ever be protected and enriched or we shall lose it.

III. Present Peril

Not in the lifetime of most of us has this gift from the past seemed so imperiled. The fine fabric of tradition is being slowly rent apart by disagreement concerning integration in Virginia, and institutions long and laboriously builded to serve all the people are threatened. We are suddenly the heirs of a spate of legislation in Virginia which is neither democratic nor Christian, and part of which clearly impinges upon civil and religious liberty which is the jealously guarded right of every citizen.

It is not our wish to deprecate, as individuals those in public office who have brought our state to this tragic situation. We know some of these men to be men of high integrity, intelligence and moral courage. We acknowledge some of them to be humble, honest servants of the people. However, the point of our concern is that the present Governor and a majority of the Legislature have, in our opinion, seriously impaired the sacred and historic traditions of Virginia democracy and lowered the prestige of the state in the eyes of thoughtful people all across the nation, if not the world, by what we regard as their exceedingly inept handling of the current racial situation.

These men have taken a grave problem having significant moral and religious overtones and coerced their own solution without due consideration of either moral or religious teaching. They have taken an educational problem and coerced a solution without serious consultation with independent educators, available at their very fingertips. They have taken an interracial problem and coerced a solution without even the courtesy of including in their study group members of both races. They have taken a problem relating to the youth of Virginia and coerced a solution without seeking the mind of the maturer youth involved. They have passed this legislation in open defiance of the Supreme Court's interpretation regarding which is the right of an American citizen.

With strange persistence compounded of pride, prejudice, personal bitterness

toward persons of opposite opinions, and the wide distortion of the truth by some members, the Legislature has taken long strides toward a vindictive, dictatorial way of government, foreign to our traditions and guaranteeing years of tension if not tragedy among the citizens of Virginia. It has offered on the altar of its prejudice a public school system which citizens of the Old Dominion have slowly built and improved over many years—a system of education which, while far from model, nevertheless, has served our children with growing effectiveness.

To cap the whole, the special session of our Legislature has sought to restrict the open, free criticism of its coerced solutions by forbidding unhampered freedom to discuss the matter or to enter litigation over it. Adding insult to injury, it has, furthermore, exempted politicians and political groups from these restrictions. (See House Bill No. 60, passed 1956.)

IV. Personal Convictions

The problems now confronting our state in the area of race relations will find permanent, happy solutions only within the framework of Judaeo-Christian faith and our traditional democratic heritage. They must be arrived at by free and open discussion by Virginians everywhere and in an environment of mutual respect between races. We must be individually as zealous to safeguard the proper rights and privileges of others as we are to safeguard our own. Necessarily, the prevailing climate must first be changed.

The tragic tensions which we have foolishly created between the races must be relieved. Confidence must be strengthened in the honorable and unselfish intentions of each race by the other. Earnest of unceasing efforts to find mutually satisfactory solutions to race problems must be forthcoming from both sides. To the end that we may rightly and honorably solve the racial problems of our day, we make the following proposals:

First, we believe that within the context of American freedom, the attempt by the Governor and the Legislature to restrict discussion of orderly agitation by persons interested in current race problems is contrary to our traditional concepts of civil and religious liberty, and that Public Law No. 60 passed by the Special Session of the Legislature in 1956 should be promptly rescinded.

Second, we believe that as Americans, we citizens of Virginia have a responsibility to respect all duly established legislative, executive and judicial authority, whether at local, state or federal levels. Obedience to this authority, where it violates no moral or religious principle, enjoins upon public officials, as well as other citizenry and is not contingent upon the apparent wisdom of the authority. To defy openly the Supreme Court and to encourage others to do so, in our judgment, is not only poor strategy, it is poor citizenship. Therefore, we urge our state government to act with loyalty and with maturity as regards cooperation with all established agencies of American government, and to lead us in a statesmanlike rather than an anarchistic manner.

Third, we believe that local community rights are as vital as states rights, and that the right to govern its own school system should be returned promptly to the local and county governments.

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Fourth, we believe in time, that it will be possible to establish a school system satisfactory to thoughtful people of both races and to the Supreme Court of the United States if education is properly returned to the educators for administration, and if they are given the support of the state government and of the newspapers and other information agencies. An approved school system will not come about quickly, but we believe it can come about with "deliberate speed" and in such a way as to strengthen the total life in every community.

Fifth, we believe that until a final satisfactory solution is achieved, every effort should be made to make available to both white and colored people the finest in educational and cultural advantages; that wherever possible, and as rapidly as possible, social custom violating the dignity of the Negro should be eradicated. The passing away of these irritating customs does not involve inter-marriage or amalgamation of the races; it declares a wholesome respect for all people and evidences common courtesy.

In adopting this statement, we avow our intentions to continue to teach, preach, and otherwise encourage race relations which are morally and religiously sound; to do all we can to create the climate in which right solutions to racial issues may be found to solicit continually the support of other Virginia citizens in commitment to the positions we have herein enunciated. At the proper time and in the right place we commit ourselves to make the weight of our convictions felt and to help restore our state to the stature among states from which, in our opinion, she has recently fallen.

FREE DEBATE IS ESSENTIAL

"NATIONAL Association for Advancement of Colored People appreciates spirit of students in opposing views expressed by Prof. Clennon King, but we deplore any pressure which denies him free speech on integration. We believe King is mistaken, but under our system of government any person has a constitutional right to express his opinion on any issue. We demand this right for ourselves and we must protect it for others. We wish free speech for all persons in the South of both races and on both sides of the integration issue without muzzle or reprisal of any kind. The issue cannot be settled fairly unless everyone is free to debate. We remain confident that in such free debate the ironclad segregationists cannot win. We trust that some satisfactory settlement may be reached which will assure the return of students to classes and at the same time preserve Prof. King's right to freedom of expression."—Telegram from Roy Wilkins to the president of the Student Council of Alcorn (Mississippi) Agricultural and Mechanical College.

Kentucky Is Successfully Integrating Its Teachers

Prepared by
Kentucky Council
On Human Relations

Prepared by Mrs. Garnett Bale, A. Lee Coleman, Herschel Martin, G. D. Wilson, William M. Wood, Galen Martin, and Verbenna Scott.

REPORTS from six Kentucky school districts, where 112 Negro teachers are in schools with white students, indicate that a successful beginning of teacher desegregation has been made in the first four months of the 1956-57 school year. First hand reports from the districts show that no trouble has arisen, and that the Negro teachers involved have been accepted by students, parents and other teachers.

Ten Negro teachers were transferred to previously white schools as a part of complete local plans for desegregation which will lead to integration. These teachers are in four districts, most of which began pupil desegregation last year. In one district, 100 Negro teachers are in six schools which have 87 white students and 2,963 Negro students. Integration plans in this district did not include beginning teacher desegregation this Fall, but acceptance of the Negro teachers in these schools is considered significant because parents had the expressed right to request transfer of their children from the schools. In a sixth district, two Negro teachers teach desegregated classes in one-room schools.

Under the plan in one school system, five Negro teachers were placed in previously all-white schools as assistant librarians. One of these assistants was assigned as acting librarian for the rest of the year, when a vacancy occurred. In such capacities, the Negro teachers serve all children of a school.

An indication of the smoothness of

Teachers

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teacher desegregation comes from one district where the teacher involved reports that she "doesn't know that she is colored." She is in a school with less than 30 Negro students, and with 275 white students, and 10 white teachers. Desegregation of pupils and teachers in that district was begun and completed in the Fall of 1956.

Eight of the ten teachers desegregated by plan are at the elementary level. Four of them are teaching regular classes and six have remedial reading and other non-teaching assignments. Both of the high school teachers are serving as assistant librarians. Most of these teachers are expected to return to the classroom as integration comes.

Comments

Comments from the districts which desegregated teachers included the following: "According to all observations, the situation there is excellent. There has been no adverse reaction from either pupils, parents, or other teachers . . ." "Students and teachers are happy over the success of integration in their school." "The principal and supervisors are pleased with the job that she (the Negro teacher) is doing." "The five principals are enthusiastic about the Negro teacher assigned them."

Results in the district where five Negro teachers were assigned to five formerly white schools seem especially significant. The administrative officials chose those teachers who they felt would adjust and be accepted most easily. Four had been elementary classroom teachers and one was an elementary principal. In the new schools, all were assigned as assistant librarians, but their principals were given considerable latitude as to their work.

Tests

In one large school, the teacher has given all the eye tests and hearing tests and keeps the health records. In another school, the teacher is giving intelligence and achievement tests to all students who have not had them. Three of the five teachers have done classroom teaching in their new schools for portions of a day, as substitutes for the regular teachers.

Without exception, the five principals are *enthusiastic* about the Negro teacher assigned them. Each was highly complimentary of the teacher's competence, her social adjustment, her cooperativeness, and her relations with teachers, parents, and students. Each seemed to feel that he was especially fortunate in the particular teacher assigned to him, and that just any Negro teacher might not have fitted in so well. In four of the five schools, the principal stated that his other teachers all welcomed and liked the new teacher and had accepted her as a full-fledged staff member in every way. In the fifth school, it appeared that a few teachers did not like the assignment of a Negro teacher, although none had been discourteous to the teacher. The principal stated that the Negro teacher already had gained the professional respect of 100 per cent of the staff and that personal acceptance of her is growing.

The Negro teachers were equally unanimous in expressing their satisfaction with the new assignment and their gratification at their reception by the

principal, teachers, parents, and children. None seemed unhappy in her duties or insecure about her position or the future. However, each one had had some doubts, fears, and insecurity about the assignment before it began. Several reported a struggle with themselves before deciding to accept it, and one or two had inquired about jobs in other school systems. Most agreed to the assignment in a sense of duty; but looking back, they felt that there had been no reason for worry. In evaluating their reception, all praised their principals, and several expressed particular gratification at having been treated "naturally" and not given special treatment that would make them conspicuous or self-conscious.

Positive Contacts

No principal could recall any instance where a parent or anyone else had protested the assignment of the Negro teacher in the roles she occupies, although some parents had asked before school started if there would be Negro teachers, and stated they wouldn't have their child assigned to a Negro teacher. Some of these have since asked for special help from the Negro teacher for their child. With one minor exception, each teacher reported that there had been no instance where a teacher, parent or child had said anything negative to them about their presence, although some had heard reports of negative comments made by some parents to some other people. Each teacher reported a number of positive contacts with parents and stated that parents had voluntarily made complimentary remarks to them. Each felt that her acceptance by the students was 100 per cent.

These five teachers were reassigned to the new schools with the thought that they would eventually be given a classroom assignment. Responses from the teachers and school administrators indicate that progress has been made toward this goal, but circumstances will determine when the teachers will be assigned to a regular classroom. All five teachers expressed satisfaction with their present assignment and seemed in no hurry for a class.

Heart Warming

Responses from the district where white children entered previously Negro schools have been comparable with those from districts where teachers were desegregated last Fall by plan. The Negro principal and teachers in a school with more than fifty white pupils said they have had "heart warming experiences with pupils and their parents. The children seem well adjusted and parents have been vocal in expressing satisfaction with the progress of their children and the sympathetic interest of the teachers." Many of the white parents are said to feel that their children are getting more individualized attention and many of the children from homes of the lower socio-economic class are attaining a feeling of belonging for the first time in their school careers. Several white pupils, who have been noted for bad conduct in other schools, are now good school citizens. White parents have been active in the PTA and other school programs.

Significantly, attempts by members of the (white) Citizens' Council to have white parents withdraw their children were not successful. One mother, upon

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hearing their propaganda, visited the classrooms of her several children. She then told the principal about the approaches to parents by members of the Citizens' Council, and stated that her visit to the school and the classes of her children had convinced her that the children should remain at that school.

Since the parents in this district had the expressed right to request transfer of their children away from the Negro teachers and pupils, attention was paid to the question of whether or not the parents involved were "crusaders." School people expressed the view that the parents were just ordinary people who refused to be stampeded into withdrawing their children from school because other parents had done so. In one school, the only white pupil among over 500 Negro students had been elected treasurer of his class.

Library Assistant

Contrary to the idea expressed by some that Negro teachers would only be accepted in schools with larger numbers of Negro students, one school system has a Negro library assistant in a high school with more than 600 white students and only one Negro student. Previously there were more Negro students, but others have left school. White students work in the library under the supervisions of this man, and he has been asked to tutor some white students.

With regard to instances in which Negro teachers have had to discipline white students, no uncontrolled situations have been mentioned. One teacher who has charge of two study halls each day, in addition to five remedial reading classes, had to discipline one older boy for having skipped study hall, but this was taken in fine spirit and the boy admitted that his liberty had to be curtailed.

In one district which desegregated Negro teachers, the principal said . . . "the two teachers are highly competent and although they were a little timid in the new situation at first, they have become well adjusted, and have no difficulties with pupils or parents." He stated that during American Education Week, many parents visited the classes of the two Negro teachers and seemed well pleased.

Teachers' Union

In another school in that same system, the principal felt the racially mixed neighborhood of the school had helped bring acceptance of pupil and teacher desegregation. The principal also suggested that the acceptance of the Negro teachers into the local of the American Federation of Teachers had gained for them the interest and support of other teachers in that district. This principal reported that all had gone smoothly except for a three-day period recently when two parents sought to withdraw their children from the class taught by the Negro teacher. The firm stand taken by the school authorities settled the matter.

Teacher desegregation has not been confined to city districts. In one county system, a one-room school has 18 Negro pupils, 17 white pupils, and a Negro teacher. Two white students are enrolled in another one-room school with 24 Negro students, and a Negro teacher. There has been no adverse reaction from

white or Negro parents or children.

Pupil desegregation has resulted in the loss of 27 qualified Negro teachers since April 1956. Seventeen of these are teachers who left Kentucky, and ten are teachers who are still in the state, but are unemployed or have left the field, and their teacher training is not being utilized.

Qualified

Reports to the Council show that 46 qualified teachers were given dismissal notices as a result of desegregation planned in 19 districts. Ten of these teachers were later rehired in their same district when pupil desegregation did not proceed as rapidly as planned, or in one case, when a suit was threatened to protect the tenure of two teachers. Seven dismissed teachers were hired in other Kentucky school districts. The present employment status of two former teachers was not reported. These figures include only qualified teachers whose dismissal could be traced to desegregation. Figures are not included for teachers without degrees, nor for those dismissed for reasons other than desegregation. As an example, five districts among the 19 have 21 fewer Negro teachers than last year, but only 12 of these dismissals could be traced to desegregation and nine are therefore not included in the above totals.

Of those leaving Kentucky, nearly all are teaching in other schools—mostly in northern states. Kentucky's losses and other states' gains of *qualified* teachers are as follows: Illinois 2; Indiana 1; Michigan 3; Mississippi 1; Tennessee 1; Washington, D. C. 2; and Wisconsin 1. One former Kentucky teacher has a non-teaching job in Ohio. Ohio 5.

The present jobs of five Negro teachers dismissed by one central Kentucky district are revealing. One teacher is the principal of a high school in Milwaukee, Wisconsin; another teaches home economics in Cleveland; and a third is an elementary teacher in Columbus; one teaches English in Washington, D. C.; and a fifth holds an important position in the Department of Economic Security in Frankfort. Three of these teachers had their masters degrees, and the other two had A.B. Degrees.

Seven Kentucky districts which employed 11 Negro teachers last year, now have no Negro teachers. One district which had no Negro teachers last year, employed one this year. In the previous year, 144 districts had Negro teachers, but the number has fallen to 138 according to the *Kentucky Public School Directory for 1956-57.*

Loss

Kentucky school districts employed 86 fewer Negro teachers this Fall than they did last Spring, but much of the difference is known to be from resignations due to normal turnover, and factors unrelated to desegregation. Most significant in the total loss of Negro teachers was the curtailment of services in a district where people failed to approve new school financing. In April 1956, the State Department of Education reported in Circular 103 that Kentucky had 1,423 Negro teachers. Totals of Negro teachers listed in the Directory for 1956-57 amount to 1,337.

Teacher Education Circular No. 103 also presented data on the comparative preparation of white and Negro teachers. It showed that 85.4% of Kentucky's

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1,423 Negro teachers had their college degrees or better, as contrasted with the 58.1% of Kentucky's 20,077 white teachers who then had college degrees. The comparative preparation was even more striking at the elementary level where 77.4% of the 887 Negro teachers had college degrees while only 40.3% of the 13,595 white elementary teachers had degrees.

In June of 1956, the State Board of Education pointed out that teacher desegregation should be a phase of local school board plans for desegregation. In a resolution sent to all school superintendents, the local school boards were urged to ". . . give due consideration to all qualified persons . . ." as professional personnel.

Of the 19 districts which dismissed Negro teachers last Spring eight districts had a total of 48 emergency teachers. Information is not yet available on whether or not any of the 19 districts have emergency teachers this year. All superintendents and school boards who request approval of the State Department of Education for emergency teachers must take an oath that they have made every reasonable effort to hire the best qualified teacher.

To use emergency teachers, local school officials must fill out a form which asks them to list "all available legally qualified teachers . . ." which they have declined to employ and to state the reasons. An emergency teacher may be hired to teach subjects for which a particular certified teacher may not be qualified.

The successful beginnings of teacher desegregation have aided Kentucky's progress toward the goal of equal opportunity for all peoples. The desegregated pupil will not be integrated until he has an equal chance for employment. He will not be inspired to be a better pupil if he witnesses the dismissal of his qualified teachers just because of their race or color. Experience to date with teacher desegregation, even though limited, shows that pupils, teachers, and parents can accept teacher desegregation as they have pupil desegregation. Most encouraging of all is the knowledge that several other districts plan to begin teacher desegregation at an early date. The Kentucky School superintendent who said, "In this, Kentucky and other border and Southern states will use a far higher proportion of Negro teachers in integrated schools than the Northern states have ever done," can already begin to see his prediction come true.

FREEDOM OF SPEECH

"On yesterday, I was glad to state that I had never heard of the NAACP being charged with being listed as a subversive organization, and that I for one would stand and fight to the last ditch to see the NAACP or any other organization have the right of freedom of speech, even though I might disagree with many of their activities . . . I go along with Judge Parker in the right of every American, white or colored, to join such organizations as he sees fit as long as they are not engaged in illegal activities."
—United States Senator Sam Ervin, Jr., of North Carolina before the Senate Subcommittee on Constitutional Rights.

Golden Out-of-Order Plan

By Harry Golden

Reprinted from

Carolina Israelite

WHILE I still have faith in THE GOLDEN VERTICAL NEGRO PLAN, which I announced last summer, I have found it difficult to get a School Board to try it;—(take the seats out of the classrooms, and let the kids stand, since no one pays the slightest attention to a vertical Negro).

Now, however, I am on much firmer ground. This time I submitted my plan to a successful test, and I am ready to formally announce—THE GOLDEN "OUT-OF-ORDER" PLAN.

I tried my Plan in a city of North Carolina where the Negroes represent thirty-nine per cent of the population.

I prevailed upon the manager of a department store to shut the water off in his "white" water fountain and put up a sign, "Out-of-order." For the first day or two the "whites were hesitant, but little by little they began to drink out of the water fountain belonging to the "coloreds";—and by the end of the third week everybody was drinking the "segregated" water; with not a single, solitary complaint to date.

I believe the test is of such sociological significance that the Governor should appoint a special committee of two members of the House and two Senators to investigate the GOLDEN "OUT-OF-ORDER" PLAN. We kept daily reports on the use of the unsegregated water fountain which should be of great value to this committee. This may be the answer to the necessary uplifting of the "white" morale. It is possible that the "whites" may accept desegregation if they were assured that the segregated facilities still exist, albeit, "Out-of-order."

As I see it now the key to my plan is to keep the "Out-of-order" sign up for at least two years. We must do this thing gradually.

The Modern Ku Klux Klan*

THERE MUST BE no misunderstanding—and there should not be, on the record—about the nature of Kluxism, under whatever name. When several KKK organizations were placed on the attorney general's list of subversive organizations and also after several states passed anti-masking and anti-cross-burning laws, Kluxism faded away for a while. In the last year or so—trading on resentment of the Supreme Court's school desegregation decision—several groups have tried to revive Kluxism under different but similar KKK names. But if the names are changed, the motives evidently are not.

The Kluxers are not interested only in expressing dissent with the Supreme Court decision. This is the appeal they have for some who do not understand the movement. They have shown over and over that they are hate groups and that the hatred is not limited to the school decision or Negroes. A bunch of Kluxists drew a crowd of about 300, including children and curious spectators, in Warner Robins a week ago Saturday night (although they boasted 15,000 would attend). Here is how *The Macon Telegraph* described it:

"At the maximum the spectacle drew 300 curious observers and as the rantings and ravings against Catholics, Jews and Negroes proceeded in typical KKK style, the meager audience dwindled more and more."

Heading up the U. S. Klans, Knights of the Ku Klux Klans, which is one of the new names, is a man in Atlanta with a police record. He told an audience in Conway, S. C., last fall that he was building a "strong and vicious organization." He said progress was being made in Texas and shortly thereafter Atty. Gen. John Shepperd sent a notice to all Texas prosecutors to notify his office if any of the Atlanta group showed up in their areas.

He quoted Texas laws against masked or hooded groups, and attached a Fulton County police "mug" shot of the alleged "Imperial Wizard."

This same character told a cross-burning gathering at Stone Mountain (near Atlanta) that the Klan would, in effect, observe only "laws that are just."

Klansmen appeared at a meeting addressed by the notorious hate-peddler John Kasper in Birmingham . . . and Kasper said he was "deeply honored" and "We need all the rabble rousers we can get. . . . We want trouble and we want it everywhere we can get it." Kasper has a long record of peddling hate booklets, directed mostly against Jews, in New York and Washington. He is a darling of the Kluxists and evidently from what he said in Birmingham returns the affection.

That is Kluxism—a proposition dedicated to hate of all but white protestants; of observing laws with which it agrees and otherwise being the law. Kluxism remains subversive under any name.

**Reprinted from Columbus Ledger*

Noteworthy quotes from the press and periodicals

. . . Unquote

"In this smooth transition the most successful communities are those where community leaders of both races and many organizations energetically cooperate. A pound of interracial experience is worth a ton of talk. Prejudice shrinks from committees of friends working on common concerns. To be done right it must be done together. Here, too, the slogan should be: 'We can do it'."

The Arkansas Council on Human Relations

• • •

"The Darlington, S. C., incident, in which an unidentified Negro man walked into the First Baptist Church, took a seat and quietly sat through services, raises some interesting questions. What would Southern churches do if Southern Negroes generally adopted such tactics? Suppose, on Sunday, well-dressed colored men and women attended services, sitting quietly and in a well-behaved manner. What could white churchmen do about it? Very little probably, without making a mockery of the worship."

THE MACON NEWS

• • •

"Our civic leaders know that industry is most reluctant to settle in a community where lawlessness exists. They know the very serious thought given by prospective new industry to possible boycotts in the national market of their goods. We need not in this statement discuss the many other ways in which our thriving community would suffer if law and order break down."

Birmingham Council on Human Relations
as quoted in the BIRMINGHAM NEWS

"Basic to good human relations is the recognition of man's, every man's, dignity, as the created image of God. In this consists the essential dignity of all men whether they be the top-placed executives of gigantic business firms or the obscure wielders of shovels in a ditch. In man's origin in God and in his destiny to go back to God are rooted his human rights—rights beyond the reach of men and government. These are elementary truths; simple, yet the most fundamental of all truths.."

Institute of Industrial Relations
Loyola University
New Orleans, Louisiana

• • •

"I have observed that John Kapser moved into Tennessee and Florida when there was a small amount of violence and attempted to broaden this activity if it were necessary to serve his purpose which, according to my view, is an exact pattern of how subversive and Communist agents work."

Georgia Attorney General Eugene Cook
as quoted in the ATLANTA CONSTITUTION

• • •

"His (the Reverend Martin Luther King's) biggest helpers are those who are hell-bent to make him a hero in the sight of his people and the nation by letting him defy their dynamite while thousands cheer. These 'saviors of the South' can't count. If they would see that when it comes to force they haven't got a chance. They are overwhelmingly outnumbered. They have not only a nation against them but a great majority of their own South."

John Temple Graves
in the BIRMINGHAM POST-HERALD